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ABSTRACT

This document presents the rationale for and the curriculum for a workshop for part-time faculty, particularly faculty in occupational areas who are skilled professionals in their occupational fields but have had no formal instruction in current teaching techniques. While this curriculum is tailored to the specific needs of Seminole Community College (Florida), it is felt to have a wider value for other community junior colleges in developing their own inservice workshops. The curriculum is designed for use in a 15-hour (total) workshop. Its elements are: (1) an introduction and orientation to the community college and the role of the instructor therein; (2) the teaching-learning interface which includes analysis of learning behavior, cognitive style, the community college student, and characteristics of the effective instructor; (3) teaching strategies for large and small groups, and individuals; (4) instructional aids and their use; (5) instructional evaluation, testing, and grading; and (6) planning for instruction, including lesson planning, task description, and lesson preparation. Performance objectives, instructional materials (audiovisual equipment and materials, handouts), and instructional suggestions are given for each workshop topic. An appendix lists the instructional materials for the entire curriculum by type. (JDS)

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THE DEVELOPMENT of a CURRICULUM

for a

COMMUNITY COLLEGE TEACHING WORKSHOP

for

ADJUNCT FACULTY

by

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October 1976

JC 760 559

Introduction

Seminole Community College employs approximately 100 full time and 200+ adjunct faculty. There is no requirement that the college credit teaching faculty have any formal preparation in teaching techniques. While many of the faculty have a background in education or have prior teaching experience, others have had no formal exposure to current methods of effectively managing classroom instruction. This problem is particularly prevalent among adjunct faculty in the occupational area. Most of these instructors are skilled professionals, not teachers, and are currently employed in the occupational field in which they are teaching. A review of the faculty load in the Engineering and Industrial Division revealed that 60% of the college credit load was being carried by adjunct faculty. The average part-time load for the college as a whole was 25%. These adjunct personnel must be recognized as a unique body of faculty with unique needs in the area of management of classroom instruction. It has been generally assumed, by default, that as long as an instructor has the academic or experience qualifications in a subject area he/she is qualified to teach. The question arose as to what could be done to remedy this situation and thereby improve the instructional ability of the adjunct faculty.

Alternative solutions were considered which included leaving the status quo, requiring the adjunct faculty to attend university educational methods courses or to develop a local workshop covering the needed knowledge and skills. In view of student complaints about poor instructional quality by some faculty, requests by the faculty members themselves and the increasing dependence on adjunct personnel, something had to be done. Accordingly, the Chairman of the Engineering and Industrial Division requested the development of a curriculum for a workshop for those faculty

whose full-time jobs do not involve teaching, and for those full-time faculty who have had no formal instruction in current teaching techniques.

Review of Literature

A review of current literature was made using the Educational Index and a computer search was made of the Current Index to Journals in Education and AIM/ARM with minimal results. Many articles were found relating to inservice training and teacher preparation. These limited themselves to saying how important inservice training programs were, or addressed themselves to university teacher training programs. Only one research document was found which had any bearing on this problem[1] and it was limited to the use of video taping in instructional improvement. It appeared there existed no available publication on any models or examples of inservice programs in teacher training.

Methodology

The following methodology was adopted in developing the project, the final product of which would be a curriculum for a teaching workshop for adjunct faculty:

1. Develop the overall goals for the workshop.
2. Survey the current full-time and adjunct faculty to obtain ideas and suggestions for workshop content.
3. Review university methods course outlines and other educational publications for topic ideas.
4. Write performance objectives, outlines of instruction, and develop time allocations, instructional suggestions and materials lists for each goal.

A set of seven tentative goals were adopted to give some structure to the

following activities. The first six goals were later modified in wording but not in basic intent. The seventh goal involving practice teaching sessions was dropped because of time constraints and the conclusions reached by Doty & Cotrell[1] that video taping of practice teaching sessions was not that beneficial. The goals in their final form appear as the "Goal Statements" in each of the six topic outlines in the attached curriculum.

A local survey instrument was prepared and distributed to all full-time and adjunct faculty through their division chairmen in order to determine what items of information and skills were felt to be of benefit to a new faculty member. In general, those returned expressed a positive reaction to the idea of a workshop of this type. The answers and comments were tabulated by goal and were extensively used in the development of the performance objectives. Of the questionaires returned, six full-time and fourteen adjunct instructors indicated they would be interested in attending a workshop of this nature. These are people who are already teaching and were fairly evenly distributed throughout all divisions of the college.

Outlines of selected state university methods courses were reviewed. They proved to be of excellent value as a source of suggested topics and objectives. (It is interesting to note that as much as the use of performance objectives is emphasized in colleges of education, how few outlines of the educational methods courses used this procedure.) Additionally, other educational resources were consulted, [2,3,4] several textbooks[5,6] were used in selecting possible objectives, and notes and handouts from the U.S. Naval, Instructor (Class C-1) were referenced.

The objectives adopted from the survey questionaire, the university course outlines, the texts and references were placed on 3x5 cards. On one side was written

the desired learning outcome stated in behavioral terms and classified by level according to Blooms's Taxonomy.[7] On the other side an outline of instruction was developed for the objective. The performance objectives were then grouped under the most applicable goal. The entire package was then reviewed, discussed and culled. In some cases objectives were eliminated or rewritten. Suggested time allocations were assigned and the package was reviewed by the Chairman of the Engineering and Industrial Division. The approved goal statements and supporting objectives were organized into the topic outlines of the attached curriculum, and the introductory block and title page prepared. Instructional suggestions in terms of strategies and activities were developed and lists of locally available materials were prepared for each topic.

Summary

The attached Curriculum for a Teaching Workshop for Adjunct Faculty represents the finished product of the project. While it is tailored to the specific needs of Seminole Community College, it is felt the curriculum has a wider value as a foundation for other community junior colleges in developing their own inservice workshops. The need for development and improvement of instruction is universal in the community college field. The curriculum is presented in its entirety and stands alone to facilitate its use as a program development model.

References

1. Doty & Cotrell, Assessment of Micro-Teaching and Vidio Recording in Vocational and Technical Teacher Education: Phase VII - Feedback Techniques in Inservice Methods Courses, Ohio State University, Nov. 1971, ED 057-206.

2. Wilson, Improving Teaching Effectiveness: Florida Essential Competency Studies, Report of Florida Council on Teacher Education, Jan. 1976.

3. Lefforge, Inservice Training as an Instrument of Change, Institute of Higher Education, Univ. of Florida, Sept. 1971.

4. Bureau of Naval Personnel, Manual for Navy Instructors, Gov't Printing Office, 1964.

5. Karmel, Measurement and Evaluation in the Schools, Macmillan Co., 1970.

6. Kidd, How Adults Learn, Association Press, 1973.

7. Gronlund, Stating Behavioral Objectives for Classroom Instruction, Macmillan Co., 1970.

CURRICULUM

for a

TEACHING WORKSHOP

for

ADJUNCT FACULTY

15 Hours

Prepared by:

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August 1976

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INTRODUCTION

Purpose and Scope

The workshop, based on this curriculum, is designed to orient new adjunct faculty to the college and to the task of classroom teaching. The workshop is planned for those persons whose full time employment does not involve teaching and who have had little or no previous experience in the preparation and management of classroom instruction. It is assumed the student instructor is already competent in his/her subject matter field through education and/or experience, and this program will emphasize ways to organize and present that subject matter in a manner meaningful to the students. All or part of this workshop may be of benefit to those current faculty who have never studied, or who desire a review of these topics.

This curriculum is intended as a guide for the development of lesson plans and supportive material by providing learning objectives and topic outlines on which instruction should be based. The topics and objectives have been selected in order to provide the student instructor with an understanding of the setting in which teaching will take place, the nature of the student body, how learning takes place, strategies and aids that may be used to enhance instruction as well as specific techniques for planning and evaluating instructional effort. The figures in parenthesis following each performance objective indicate the desired level of learning outcome in the cognitive (C) or affective (A) domains according to Bloom's Taxonomy. Because of the time factor and other considerations, actual determination of the achievement of the performance objectives may in some cases have to be left to the student instructor to evaluate as he/she puts what has been learned to use in the actual classroom situation.

Suggestions for Conduct of Instruction

This workshop is designed for the specific purpose of improving the student instructor's ability to manage classroom instruction, therefore every effort should be made to conduct the workshop as a model in proper instructional methodology. While sufficient educational theory must be covered to enable effective communication, major emphasis must be given to making the program as practical as possible. The workshop instructors should constantly keep in mind the "How To" aspect of the subjects. The use of self examples and real life experiences is highly encouraged. Although the lecture method is perhaps the quickest method of imparting subject matter, insofar as time permits, alternative strategies should be employed as demonstrations of teaching techniques as well as to cover the material.

Each topic is essentially independent and with the exception of the last one on planning for instruction, may be offered separately from the total workshop. The instructional planning topic has been designed to draw together and summarize the material in the foregoing topics. The introductory topic may be used separately for the orientation of all new faculty.

The workshop should present the position that the classroom instructor is a manager of the learning process, not a dispenser of knowledge and that educational theory, strategies and materials exist as tools to support this effort.

OUTLINE OF CURRICULUM
and
SUGGESTED TIME ALLOCATIONS

		Time (minutes)
I.	INTRODUCTION & ORIENTATION (2 1/2 Hours)	
A.	Nature of the Community College	15
B.	Development of the Florida C.C. System	5
C.	Seminole Community College	60
D.	Programs of Instruction	40
E.	Role of the Instructor	30
II.	THE TEACHING-LEARNING INTERFACE (2 1/2 Hours)	
A.	Classification of Learning Behavior	20
B.	Factors Affecting Learning	30
C.	Cognitive Style of Learning	30
D.	The Community College Student	40
E.	Characteristics of Effective Instructors	30
III.	TEACHING STRATEGIES (2 1/2 Hours)	
A.	Large Group Techniques	30
B.	Small Group Techniques	40
C.	Application Techniques	40
D.	Individual Techniques	20
E.	Individual Teaching Style	20
IV.	INSTRUCTIONAL AIDS (2 1/2 Hours)	
A.	Overview of Instructional Aids	30
B.	Two & Three Dimensional Aids	30
C.	Electrical/Projection Aids	60
D.	Written Materials	20
E.	Podium Technique	10
V.	INSTRUCTIONAL EVALUATION (2 1/2 Hours)	
A.	Classroom Statistics	10
B.	Test Item Types	60
C.	Test Item Construction	60
D.	Grading Practices	20

VI. PLANNING FOR INSTRUCTION (2 1/2 Hours)

A.	Lesson Planning	10
B.	Task Description	60
C.	Lesson Preparation	80

Topic: 1. INTRODUCTION & ORIENTATION Time: 2 1/2 Hours

Goal Statement:

To develop in the student instructor an understanding of the purpose of Seminole Community College as an educational institution, its position in the educational system, its philosophy, goals and organization, in order that he/she may function as an integral member of the faculty.

Instructional Outline:	Performance Objectives: When the student completes this topic he/she should be able to:
A. Nature of the Community College 1. The C.C. in the Educational System 2. Community Based Education	Describe the philosophy and goals of the community college in relationship to the secondary school, the vocational school and the university, and justify the term "community" for this type of college. (C-1)
B. Development of the Florida C.C. System 1. The Plan 2. Legislative Action 3. Articulation Agreement	Summarize the development of the community college system in the State of Florida from 1965 to date. (C-1)
C. Seminole Community College 1. Functional Organization 2. Physical Facilities 3. Procedures & Policies 4. Support Services	Demonstrate an understanding of the organization and administrative procedures of the college by relating his/her teaching area to the college organizational structure, by finding his/her way to various locations on campus such as classrooms, library, mail/supply room, and reproduction services, and by properly preparing those student and administrative records required by the college. (C-3)

D. Programs of Instruction		Define the missions of the three major areas under the Dean of Instruction, explain how they differ and how they interelate, explain the nature of the programs under each area, and describe the student personnel resources available. (C-2)
	1. Academic	
	2. Occupational	
	3. Adult & Continuing	
	4. Student Personnel Services	
	5. Remedial Services	
E. Role of the Instructor		Recognize the function of the instructor as a planner, supervisor and manager of the learning process in organizing, explaining, integrating and synthesizing subject matter and learning resources to assist the student to make the best of educational opportunities. (A-4)
	1. Responsibilities & Perogatives	
	2. Subject Centered Instruction	
	3. Student Centered Instruction	
	4. Learning Resource Mgmt.	

Instructional Suggestions:

This topic should be used to acquaint the new instructor with the unique characteristics of a community college, especially the variety of ways it tries to meet the student's needs. Often the part-time faculty are inadvertently made to feel like second class citizens. They need to feel a sense of belonging to, an identity with and a feeling of being an important part of the faculty. In presenting the nature and development of the community college, the process used in determining program needs and the relationship with the State Department of Education and funding should be covered. Much confusion and frustration can be avoided if the new instructor is made aware of the administrative procedures and support services available; especially how to comply with and use them. Attendance policies, warning-drop system, pay system including time sheets and withholding information, mail, library resources and instructor absences should be covered. The instructor must know enough about available programs to properly advise or refer his/her students. Coverage of these programs might be combined with and presented as a part of the Seminole Community College Organization. The role of the instructor, including criteria of selection, should emphasize the instructor as a manager of learning activities rather than a dispenser of knowledge.

This topic lends itself to the lecture-discussion technique and visiting speakers. The method of presentation should be explained as a demonstration of teaching strategies.

Materials:

Audio Visual Equipment: Projector, Overhead

Transparencies:
- College Organization Chart
- Plan of the College
- Student Application/Registration Form
- Class Roster Form
- Fee Registration Form
- Course Warning/Withdrawal Form
- Instructor Schedule Form
- Instructor Time Sheet
- Printing Work Order Form
- Purchase Order Form
- Textbook Request Form

Handouts:
- College Organization Chart
- Plan of the College
- Student Application/Registration Form
- Class Roster Form
- Fee Registration Form
- Course Warning/Withdrawal Form
- Instructor Schedule Form
- Instructor Time Sheet
- Printing Work Order Form
- Purchase Order Form
- Textbook Request Form

References:
- S.C.C. Catalog
- S.C.C. Policy Handbook

Topic: II THE TEACHING-LEARNING INTERFACE Time: 2 1/2 Hours

Goal Statement:

To acquaint the student instructor with the general background, nature and needs of the students he/she will be teaching, the basic principles of how people learn and the characteristics that tend to make a good instructor.

Instructional Outline:	Performance Objectives: When the student completes this topic he/she should be able to:
A. Classification of Learning Behavior 1. Cognitive 2. Affective 3. Psychomotor 4. Levels	Define each of the three domains that are used to classify learning behavior and give two examples of subject matter that would fall into each domain. (C-2)
B. Factors Affecting Learning 1. Kinds of Learning 2. Learning Principles 3. Effect on Teaching	Define seven kinds of learning and five principles that affect learning, and explain how each principle relates to effective instruction. (C-2)
C. Cognitive Style of Learning 1. Educational Science Definitions 2. Cognitive Styles 3. Teaching Strategies	Define the three educational sciences "symbols", "cultural determinants" and "modalities of inference" developed by Dr. J.E. Hill, describe how various combinations of these may be related to determine an individual's cognitive style of learning, and relate each cognitive style to the most appropriate teaching strategy for that style. (C-3)

D.	The Community College Student 1. Population Sources 2. Profiles of Student Body 3. Goals of Students 4. Adult Learners 5. S.C.C. Testing Program	Describe the sources from which the community college draws its students, identify those characteristics and circumstances which distinguish one group from another, and illustrate one way each characteristic may affect the teaching-learning process. (C-4)
E.	Characteristics of Effective Instructors 1. Develop Student Self Esteem 2. Define Instructional Goals 3. Identify Learner Competencies 4. Define Content Areas 5. Plan & Select Media Materials 6. Evaluate Instructional Effort	Describe at least four major characteristics of an effective college teacher and identify specific behaviors that reflect those characteristics that the instructor may then incorporate in his/her own teaching. (A-3)

Instructional Suggestions:

An effective teacher is a person who knows his subject matter so well that he can put it into words that are meaningful in the experiences of the student. The new instructor undoubtedly knows the subject matter. This topic should then enable him to put the subject matter into the proper terms because he will better understand how the students learn. The classifications of learning behavior should not be belabored, but covered only in enough depth for the new instructor to understand their meaning. A handout and selected examples to encourage discussion should be sufficient. Students learn by different styles. The instructor should be aware of this and plan the instruction to combine as many possible means to achieve the widest learning. The new instructor must also be aware that the community college student population is more homogeneous than the selected university population, and it more nearly reflects the community from which it is drawn. Adult learners have different needs, abilities and problems than adolescents. While the demands in terms of standards of achievement must be upheld, allowance can be given in meeting deadlines and handling employment conflicts. The most effective teaching behavior is pre-planning.

The instructor must consciously plan for motivation and develop the attitude of helping students learn. This topic may lend itself to the recitation technique. The method of presentation used should be explained as a demonstration of teaching strategies.

Materials:

Audio Visual Equipment: Projector, Filmstrip, Silent

Filmstrips: Bel-Mort Films: Transfer of Learning

Handout: Classifications of Learning Behavior

Topic: III. TEACHING STRATEGIES

Time: 2 1/2 Hours

Goal Statement:

To acquaint the student instructor with the various strategies and techniques by which subject matter may be presented, their advantages and disadvantages, and under what circumstances each would be best employed.

Instructional Outline:	Performance Objectives: When the student completes this topic he/she should be able to:
A. Large Group Techniques 1. Lecture 2. Discussion 3. Visiting Speaker	Describe the major principles necessary in effective college lecturing and give examples of skills necessary to lead an effective class discussion involving questioning technique and reinforcement. (C-2)
B. Small Group Techniques 1. Recitation/Drill 2. Buzz/Brainstorming Sessions 3. Case Studies 4. Drama/Role Playing 5. Panel/Debate 6. Seminar	State the rationale for small group instruction as a teaching strategy, identify five group procedures that can be used in college teaching and the instructor skills necessary to employ them. (C-1)
C. Application Techniques 1. Demonstration 2. Laboratory Experiences 3. Home Assignments 4. Written/Oral Reports 5. Field Trips/Observation	Explain the principles to be observed in the preparation of demonstrations, laboratory experiments and out of class assignments as related to criterion referenced appropriateness. (C-2)

D. Individual Techniques 1. Tutorial/Audio-Tutorial 2. Independent Study 3. Supervised Study 4. Student Conferences	Describe what is meant by tutorial and audio-tutorial instruction, list two advantages and two disadvantages of each and explain how each might be used in college teaching in the learning laboratory and independent study approaches. (C-1)
E. Individual Teaching Style 1. Task Centered 2. Person Centered 3. Effect on Teaching Strategy	Identify his/her own leadership and teaching style as being either task-centered or person-centered, describe the advantages of each and how they effect teaching strategies employed. (A-4)

Instructional Suggestions:

Since time will not allow each of the methods in this topic to be demonstrated, a conscious effort should be made to demonstrate as many as possible in teaching other topics. A discussion of techniques and the circumstances when they may best be used should be presented. Since the methods an individual instructor may choose have a direct relationship to his teaching (leadership) style, it is important that the new instructor be aware of his style. One of a number of business and industrial management analysis systems such as the Student-Content Teaching Inventory might be considered. The use of small group techniques to discuss the effect of individual style on selection of teaching strategies might be used. Techniques used in the presentation of other topics should be referred to.

Materials:

Audio Visual Equipment: Projector, Filmstrip, Silent

Filmstrips: Bel-Mort Films:
Methods of Teaching - I (Overview)
Methods of Teaching - II (Teaching Types)
Asking Questions

Handout: Student-Content Teaching Inventory

Topic: IV INSTRUCTIONAL AIDS

Time: 2 1/2 Hours

Goal Statement:

To acquaint the student instructor with the various types of audio-visual equipment and materials available for his/her use, how they may be obtained and how each may be used to enhance instruction.

Instructional Outline:	Performance Objectives: When the student completes this topic he/she should be able to:
A. Overview of Instructional Aids 1. Definition 2. Selection 3. Use to Improve Instruction 4. How to Obtain	Define what is meant by an instructional aid, explain what factors should be considered in their selection and in general how they may be used to improve instruction. (A-3)
B. Two & Three Dimensional Aids 1. Chalkboard 2. Flannel Boards/Flip Charts/ Magnetic Boards 3. Wall Charts/Maps/Posters 4. Displays/Pictures/Photos 5. Models/Mock-up	Describe one advantage and one disadvantage of each of five types of two & three dimensional instructional aids and give two examples how each type may be properly used to improve instruction. (C-2)
C. Electrical/Projection Aids 1. Films/Filmloops 2. Overhead Projector 3. Tapes/Records 4. Filmstrips/Slides 5. Microfilm/Microfich	Describe one advantage and one disadvantage of each of five types of electrical/projection aids and give two examples how each may be properly used to improve instruction. (C-2)

D.	Written Materials 1. Textbooks 2. References/Bibliography 3. Instruction Sheets	Explain the purpose and relation to a course of instruction of the textbook, reference material and instruction sheets, and give two examples how each may be properly used to improve instruction. (C-2)
E.	Podium Technique 1. Unconscious Mannerisms 2. Effect on Instruction	Give examples of at least five unconscious and distracting mannerisms to be avoided when conducting classroom instruction with the use of instructional aids. (C-2)

Instructional Suggestions:

Many times an instructor may not use an instructional aid due to ignorance as to its existence or fear of the unknown. This topic should try to alleviate both problems. Each new instructor should have an opportunity to examine and operate all of the aids and devices presented. This may be accomplished by having prepared work stations with the equipment and assistant instructors (lab assistants) at each station. Equipment may be grouped by type and students rotated between stations, or each station could have all the equipment on hand. Emphasis should be given to the proper "software" selection (garbage projected by any means remains garbage). Stress the need for pre-planning and scheduling of materials and equipment. This topic lends itself to a number of Application Techniques from Topic III such as demonstration, laboratory assignments and the use of instruction sheets. Drama may be used to demonstrate improper podium technique. The method of presentation used should be explained as a demonstration of teaching strategies.

Materials:

Audio Visual Equipment:
- Projector, 8MM, Filmloop
- Projector, 16MM, Sound
- Projector, Filmstrip, Silent
- Projector, Filmstrip, Sound (Cassette)
- Projector, Filmstrip, Sound (Record)
- Projector, Overload
- Projector, Slide (Carousel)
- Projector, Slide, Tray
- Slide-Sync Cassette Recorder
- Video Tape Player, Reel to Reel
- Video Tape Player, Cassette
- Video Monitor

Audio Visual Devices: Model, House Framing
Model, Overload Projector
Wall Charts, (Sample)

Filmstrips: Bel-Mort Films:
Instructional Materials

Transparencies: Audio Visual Request Form

Audio Visual Supplies: Poster Materials
Transparency Materials

Handouts: Audio Visual Request Forms
Instruction Sheets, A/V Equipment

Topic: V. INSTRUCTIONAL EVALUATION Time: 2 1/2 Hours

Goal Statement:

To enable the student instructor to apply criterion referenced evaluation techniques to development of test items that may be used to accurately determine student achievement and instructional effectiveness.

Instructional Outline:	Performance Objectives: When the student completes this topic he/she should be able to:
A. Classroom Statistics 1. Frequency Distribution 2. Central Tendency 3. Validity & Reliability 4. Uses and Misuses of Statistics	Define the terms frequency distribution, mean, median, mode, standard deviation, correlation, validity and reliability, and explain how each may be used and misused in dealing with evaluation of classroom instruction. (C-2)
B. Test Item Types 1. Purpose of Testing 2. Essay 3. Multiple Choice 4. Short Answer 5. True/False 6. Performance 7. Oral Exam	List one major advantage and one major disadvantage of each of the following types of test items: essay, multiple choice, short answer, true-false, performance, and oral exam, and give one example of subject matter for which each may be useful in testing. (C-2)
C. Test Item Construction 1. Criterion Referenced Items 2. Test Item Development	Design a criterion referenced test item for each of two levels in the cognitive, affective and psychomotor domains. (C-5)

D. Grading Practices

1. Types and Frequency

2. Evaluation System

Describe four alternative grading practices, state the advantages and disadvantages of each, and develop a testing and evaluation system that will be satisfactory for his/her use. (A-4)

Instructional Suggestions:

There is more to testing than evaluation of student progress. It is the best means an instructor has of determining whether his teaching is effective and it can also be used for teaching reinforcement. In covering statistics, do not go too deep. Give only enough depth that the new instructor understands the significance of the terms with emphasis on validity and doesn't try to apply a frequency distribution to a single class (small population). Test item types should be demonstrated by examples and discussed as to their value and purpose. The test items developed by the new instructors can be from their respective fields. The class could critique each others test items. A grading standard wherein a "C" represents completion of all work and "Bs" and "As" represent "above average" and "outstanding" achievement should be stressed. Either small group or individual techniques can be used in this topic. The method of presentation used should be explained as a demonstration of teaching strategies.

Materials:

Audio Visual Equipment: Projector, Filmstrip, Silent

Filmstrips: Bel-Mort Films:
Interpreting a Published Achievement Test
Determining Student Grades
Measurement of Learning - I, II & III

Handouts: Test Items (Sample)

Topic: VI. PLANNING FOR INSTRUCTION Time: 2 1/2 Hours

Goal Statement:

To enable the student instructor to properly develop an overall teaching plan and individual lesson plans from a task analysis of the subject he/she is to teach.

Instructional Outline:	Performance Objectives: When the student completes this topic he/she should be able to:
A. Lesson Planning 1. Need For 2. Divisional Responsibilities 3. Instructor Responsibilities 4. Course Teaching Plan	Justify the need for proper and thorough lesson planning as it pertains to preparation, presentation and application in order that the objectives of the course may be met and student learning may take place in an orderly manner. (A-3)
B. Task Description 1. Performance Criteria 2. Task Analysis 3. Objective Taxonomy 4. Curriculum Guides	Describe the steps involved in a task analysis approach to lesson planning and write one each instructional objective for a cognitive, affective and pyschomotor skill using Mager's criteria and Bloom's Taxonomy for classifying objectives. (C-4)
C. Lesson Preparation 1. Types of Lesson Plans 2. Parts of a Lesson Plan 3. Lesson Plan Development	From a given set of instructional objectives for a cognitive or psychomotor skill, develop a lesson plan to organize instruction which will include as a minimum the introduction, presentation, summary, application/assignment, evaluation and time allocation sections. (C-5)

Instructional Suggestions:

This topic should synthesize all the foregoing subject matter. Achievement of the goal will be determined by whether the new instructor actually applies the information and practices in the classroom. While the mechanics and format of a lesson planning may vary with the individual and the subject matter, the fact that planning is mandatory must be stressed. The lesson preparation exercise should be for a simple skill, not necessarily related to the student instructor's subject area. The purpose is to demonstrate the process, not the product. Emphasis should be made that the lesson plan is dynamic and should be reviewed after each use for modification and updating, and that the introduction (motivation) has a very important function. Either small groups on individual techniques can be used in this topic. The method of presentation should be explained as a demonstration of teaching strategies.

Materials:

Audio Visual Equipment: Projector, Filmstrip, Silent

Filmstrips: Bel-Mort Films:
Planning a Unit

Handouts: Blooms Taxonomy Classifications
Instructional Objectives (Sample)
Lesson Plans (Sample)

APPENDIX

AUDIO-VISUAL:

Equipment:

Projector, 8MM, Filmloop
Projector, 16MM, Sound
Projector, Filmstrip, Silent
Projector, Filmstrip, Sound (Cassette)
Projector, Filmstrip, Sound (Record)
Projector, Overhead
Projector, Slide Carousel
Projector, Slide Tray
Slide-Sync Cassette Recorder
Video Tape Player, Reel to Reel
Video Tape Player, Cassette
Video Monitor

Devices:

Model, House Framing
Model, Overhead Projector
Wall Charts (Samples)

Films/Filmstrips:

Professional Education Series
Bel-Mort Films, Portland, Oregon:
- Interpreting a Published Achievement Test
- Determining Student Grades
- Measurement of Learning I, II & III
- Instructional Materials
- Planning a Unit
- Transfer of Learning
- Methods of Teaching I & II
- Asking Questions

Transparencies:

College Organization Chart
Plan of the College
Student Application/Registration Form
Class Roster Form
Fee Registration Form
Course Warning/Withdrawal Form
Instructor Schedule Form
Instructor Time Sheet
Printing Work Order Form
Purchase Order Form
Textbook Request Form
Audio Visual Request Form

Supplies: Poster Materials
Transparency Materials

HANDOUTS:
College Organization Chart
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Class Roster Form
Fee Registration Form
Course Warning/Withdrawal Form
Instructor Schedule Form
Instructor Time Sheet
Printing Work Order Form
Purchase Order Form
Textbook Request Form
Audio Visual Request Form
Blooms Taxonomy Classifications
classifications of learning behavior
Instructional Objectives (Sample)
Instructional Sheets, A/V Equipment
Lesson Plans (Sample)
Test Items (Sample)
Student-Content Teaching Inventory

REFERENCES:
S.C.C. Catalog
S.C.C. Policy Handbook

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